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ABSTRACT

The 35 directing teachers for the teacher training program, fall 1994 session, at the University of North Florida provided feedback on this preservice preparation program through a survey. The teachers completed a four-part questionnaire that required them to evaluate the program, internship procedures and materials, and their supervisory competencies through Likert type scales and open-ended questions. Most, though they had not taken any formal training in supervision, had previously supervised an intern and had more than 3 years of teaching experience. The teachers evaluated the program positively and found the experience to be personally rewarding. Directing teachers provided suggestions for program improvement and refinement. One of the major suggestions was to make sure interns were in the school for preplanning and for the first day of school. Overall, college supervisors were viewed as helpful to the directing teachers in supervising interns and providing information and help. The teachers also reported having high competency in providing direct assistance to interns but less competency using and adapting instruments for the systematic recording of teaching/learning behaviors. An appendix presents numerical data from the study and responses to the open-ended questions. The survey questions are included. (JB)

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ED 383 704

Evaluation of Interns and Internship
by Fall 1994 Directing Teachers

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ABSTRACT

The Fall 1994 directing teachers were asked for feedback of the preservice preparation program. They completed a four part questionnaire that required them to evaluate the program, internship procedures and materials, and their supervisory competencies both through a Likert types of scale and open-ended questions.

The majority of directing teachers had not completed FPMS or CET training or taken a course in clinical supervision. Most, however, had supervised an intern previously and had more than three years of teaching experience.

They evaluated the program positively and found the experience to be personally rewarding. Directing teachers provided suggestions for program improvement and refinement. One of the major suggestions was to make sure interns were in the school for preplanning and for the first day of school.

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INTRODUCTION

As part of the continuous evaluation of the teacher training program at the University of North Florida, the directing teachers are asked for feedback on the preservice preparation program of which they are a vital part. The directing teachers are requested to complete a short questionnaire at the end of the semester they had an intern. They are queried about the usefulness and clarity of the course module, evaluation instruments, Directing Teacher's Handbook, and the orientation session held for them at the beginning of the semester. Besides these areas, they are asked for their evaluation of the performance of the intern and their attitude toward being a directing teacher.

The Directing Teacher questionnaire consists of four parts. Part I looks at the demographic characteristics of the directing teachers, such as the number of years they have been a teacher, whether they have had training in the Florida Performance Measurement System, Clinical Educator Training, or had a course in Clinical supervision. They also check how many interns they have supervised prior to this semester and the grade level at which they teach.

Part II focuses on the attitude of the directing teacher toward their responsibilities in the program, and their evaluation of the program and its participants, the interns. There are 27 Likert type attitude items included in this section.

Part III asks the directing teachers to rate their competencies in clinical supervision. There are 12 items dealing with different dimensions of clinical supervision. Respondents are asked to rate their competency on each on a five point scale ranging from LOW to HIGH.

In Part IV, the directing teachers are asked to provide suggestions to improve the internship program. They are asked what aspects of the internship should be expanded, what aspects should be improved, what aspects should be discontinued, their recommendations for improving the module, evaluation instruments, Directing Teacher's Handbook, and the orientation session for directing teachers.

PROFILE OF FALL 1994 DIRECTING TEACHERS

The modal directing teacher during the fall of 1994 had been a teacher for over 15 years and taught at the K to 3 or 9-12 level. The directing teacher tended not to have been a certified observer in the Florida Performance Measurement system and had not taken a course in clinical supervision. (Forty-four percent did report that they were a certified observer in the Florida Performance Measurement system. Twenty-nine percent had taken a course in clinical supervision.) The major of their intern was in elementary education (51.4%). (Second was secondary education with 31.4%). The typical directing teacher had supervised one intern prior to the fall 1994 semester. (Twenty-three percent had their first intern. Forty-three percent had supervised two or more.)

ATTITUDE TOWARD THE UNF TEACHER EDUCATION PROGRAM

Evaluation of UNF Interns

There were six items dealing with the directing teachers evaluation of UNF interns.

*92% agreed that the interns had met the objectives identified in the orientation session
*91% agreed that the interns used grammatically correct English and were good role models for their students
*91% agreed that UNF students had mastered the basic skills necessary for teaching
*88% agreed that the interns had a good background in methodology
*85% agreed that the UNF interns have a good background in the content they teach
*80% agreed that the UNF interns were able to identify and correct their weak areas

Evaluation of the Experience by the Directing Teacher

There were two items that called for the directing teachers to evaluate the effects of their role in supervising the interns.

*97% agreed that it was a personally rewarding experience to be a directing teacher
*97% agreed that from the experience in supervising interns they will become better teachers themselves

Evaluation of Program Components

There were 11 items focused on having the directing teachers evaluate the different components of the program.

*100% checked that they were able to record reliable and valid observations of the interns' performance
*94% reported that the evaluation instruments were easy to use
*94% agreed that the module was helpful to them in their role as directing teachers
*94% agreed that clustering should be continued and expanded
*91% found the Directing Teacher's Handbook helpful
*91% agreed that the evaluation instruments developed by the college measured important dimensions of the intern
*80% reported that they could objectively observe and record the behavior of interns using the instruments
*79% disagreed that too many topics were covered in the orientation session
*55% agreed that clustering led to better supervision
*36% reported more interaction with college supervisors as a result of clustering
*12% agreed that the evaluation instruments needed to be revised

Evaluation of College Supervision

There were three items that focused on the directing teachers' evaluation of college supervisors.

*89% agreed that they learned things that were helpful to their teaching and supervision through their interaction with the college supervisor
*83% agreed that they gained information from college supervisors that helped them in supervising their intern
*74% disagreed with the statement that the supervision of interns by UNF college supervisors needs to be improved

Additional Professional Development

There were four items that queried the directing teachers' attitude toward additional professional development.

*60% checked that the COEHS should hold workshops in clinical supervision for supervising teachers
*46% reported that they would like to have more training in understanding the generic competencies identified by the state
*34% agreed that they would like to attend training sessions on dimensions of clinical supervision during the semester they are working with interns
*20% agreed that more time during the semester should be allowed for directing teachers

General Evaluation

There was one item to investigate directing teachers' attitude toward the beginning teacher program

*82% agreed that the Beginning teacher program was necessary to improve the quality of teaching in Florida

(For a frequency distribution of the directing teachers responses to all 27 attitude items see Appendix A.)

CLINICAL SUPERVISION COMPETENCIES

There were 12 items that required the directing teachers to rate the degree of competency they felt they had in dimensions of clinical supervision on a five point scale with (1) representing Low and (5) signifying High.

The highest mean score (4.82) was on item "Providing direct assistance for the intern by demonstrating, shared planning/teaching and other inservice training." Eighty two percent of the teachers rated themselves a "5" on this item. The second highest mean score (4.79) was on competency 1, "Establishing a responsive climate with the intern by utilizing communication skills such as active listening, use of clarifying questions and accepting and using ideas of others." Eight-five percent of the group checked "5" on this item. The third highest mean (4.71) was computed for competency 2, "Dealing with the feelings and attitudes of the intern by using effective praise, avoiding giving direct advise, and accepting and exploring the intern's readiness for change." (Seventy-one percent circled a "5" on this item.)

The lowest competency was #3 (4.03), "Selecting, constructing, or adapting an instrument for systematically recording the occurrence of teaching/learning behaviors related to an area of concern." (Only 32% of the group rated themselves "5" on this item.) The second lowest item was competency 4 with a mean of 4.21, "Behaviorally defining the teacher or student behavior that is to serve as the focus for a particular observation." (Only 38% of the group rated themselves "5" on this item.) The third lowest item was "Utilizing an instrument to make observations in a classroom setting." The mean was 4.21 and 41% checked a "5".

The distribution of the responses of the directing teachers to the 12 supervisory competencies is reported in Appendix B.

OPENED ENDED QUESTIONS

AREAS NEEDING TO BE EXPANDED

The directing teachers were asked to make comments to the question, "What aspects of the internship program should be expanded?" (See Appendix C). Eight themes were identified. Twenty-five teachers made comments to this question. Each of the themes will be identified and examples given. The verbatim comments are presented in Appendix C.

None/Can't think of any/Program going well

"Can't think of any."
"This was my first experience having an intern. I was pleased with the program."

Be in school for preplanning/first day

"Fall interns should begin day 1 with directing teacher."
"Interns should be required to report to their school right during preplanning."

Preinternship

"More preinternship experiences."

"More than just two preinternship experiences. I believe that on-hands experience is the best learning module. All classes should have a requirement of attending at least once to a school whether it be teaching or observing."

Clustering

"Clustering and meeting for interns during internship."
"Clustering enables better communication."

Orientation

"There should be a more specific orientation as well as workshop in the middle. The first orientation was fine, but you aren't sure of your questions since each intern is different."

Procedures

"I think it might be helpful to have a few more seminars at UNF during internship. It is nice for interns to get together and share about their internship."
"Video taping and then reviewing it with the directing teacher."
"Observing other teachers is an excellent idea. Completion of a mock referral is also a good idea."

Portfolio

"I feel that excessive work on a portfolio is not necessary."
"Requiring to see more observation instruments in the portfolio."

Communication

"I would like to have communication with all three (directing, supervising, and intern) in a sit down fashion at least three times (beginning, middle, and end.)"

AREAS NEEDING IMPROVEMENT

The second questions was, "What aspects of the program should be improved?" Four major themes were identified. Seventeen teachers made comments to this question.

None/Sufficient/Working Well

"Everything seems sufficient."
"You have a great program. Intern was very well prepared."
"I think that the college supervisor makes the program. I always have had wonderful supervisors to support and work with me."

Excess Work/Time

"No long meetings for directing teachers, especially repeaters."
"Too much paperwork for interns and directing teachers."

Procedures

"As a student goes through your program, identify those who may potentially need more intensive training - longer than 14 weeks - more than 4 observations."
"I feel that the directing teacher should be in the room at all times."
"Clustering of interns may be helpful."
"It may be helpful for directing teachers to do FPMS observations for each domain. This might help with the beginning teacher program."
"The school should know what the intern's previous experiences are. For example if they have only been in the classrooms with unique homogeneous grouping - that is not what they need in internship."

Portfolios

"Requiring portfolio of every intern."
"I feel that excessive work as a portfolio is not necessary."

ASPECTS THAT SHOULD BE DISCONTINUED

There were only three recommendations listed for the question, "What aspects, if any, of the UNF internship program should be discontinued?" (See Appendix C).

These were

"I can not think of anything that I would discontinue."
"Lesson plans should be limited to five."
"Planning and agendas are very well organized for the intern semester."

RECOMMENDATIONS FOR IMPROVING THE MODULE, EVALUATION INSTRUMENTS, DIRECTING TEACHER'S HANDBOOK, AND ORIENTATION SESSION

Module

Only one comment was written concerning the module.

"It is vague about whether or not the directing teacher is out of the room."

Evaluation Instruments

Only one comment was made.

"They are quite helpful actually."

Directing Teacher's Handbook

"It is vague about whether or not the directing teacher is out of the room."

Orientation Session

Five comments were made concerning the orientation session.

"It would be more convenient to have the session before teachers start the school year."
"Later time schedule so people who have to travel won't have to leave school early. Make it a possibility that Supervisor can give you information instead of traveling to UNF."
"Should be conducted during the summer."
"Start at an earlier time, 4:30-6:30 is late for high school."
"I found out what I needed to know."

ADDITIONAL TRAINING NEEDED

Eighteen comments were made to the question, "What additional training do you think directing teachers need prior to supervising an intern?" (See Appendix C).

In general the teachers found FPMS and CET training valuable in their role as a directing teacher and felt that additional training was not necessary.

"I had FPMS and CET so I'm not sure what additional training would be beneficial since I feel those training workshops are adequate."

Some feel that directing teachers should have taken the course EDG6390.

"I think they should have to take a course not just a one time orientation session."

Other suggestions for professional development were

"If a directing teacher has never used an evaluation form or written an observation of another teacher - going over these forms and suggesting what to look for might be helpful."
"Interpretive skills in evaluation of Teacher methods."
"Training in technology would be very helpful."
"A review of observation instruments and post-conferencing techniques."
"What to do if intern is not performing satisfactory? Exactly what level of competency is expected of an intern?"

"A workshop on evaluating interns; how to handle situations where the intern is not ready for the classroom."

(The verbatim comments to the questions are listed in Appendix C.)

SUMMARY AND CONCLUSIONS

The majority of directing teachers responding to the survey did not have FPMS or CET training and have not taken a course in clinical supervision. Most, however, have supervised an intern previously and had more than three years of teaching experience. Their evaluation of the UNF interns was very positive. The lowest agreement (80%) was found on the item that the interns were able to identify and correct their weak areas.

All but one directing teacher agreed that it was personally rewarding to be a directing teacher and that through the experience they will become better teachers themselves.

Not all teachers were in schools where clustering was implemented, so the items on the topic do not show a high consensus for clustering. Overall, college supervisors were viewed as helpful to the directing teachers in supervising interns and providing information and help.

The directing teachers varied in experience and training so their needs for professional development activities also varied. Although they would like to participate in some phase of clinical training, they saw time and scheduling as problem areas.

They report that they have high competency in providing direct assistance to interns but were less competent in utilizing and adapting instruments for systematic recording of teaching/learning behaviors.

They had positive evaluations of the program but had some suggestions for improving it. Some teachers felt the program should include more preinternship experiences and that all fall interns should be involved in preplanning before school starts and be in the school with their directing teachers from the first day on. The directing teachers wanted to know more about the procedures of what to do if the intern was not doing well or needed a longer time to develop his/her skills.

RECOMMENDATIONS

The following recommendations are based on the feedback from the directing teachers during the Fall 1994 semester.

1. Consider strategies to get both fall and spring preservice teachers in the school during preplanning and for the first day of school.

2. Explore having seminars for interns and directing teachers clustered in different geographic locations rather than on campus.

3. Assess the professional development needs of the directing teachers and develop a number of brief workshops at different locations for them.

4. Develop self-instructional modules to assist directing teachers to understand and use different types of evaluation instruments to assess teaching/learning.

5. Utilize several focus groups of directing teachers each semester to help supplement the written and formal evaluation conducted by surveys.

6. Have more attention placed on self-evaluation in preinternship, in core courses, and the internship.

APPENDIX A

DEMOGRAPHIC AND ATTITUDE DATA FROM DIRECTING TEACHERS

How many years have you been a teacher?

0- 2	0	0.0%
3- 5	5	14.3%
6-10	9	25.7%
11-15	3	8.6%
Over 15	18	51.4%

Are you a certified observer in the Florida Performance Measurement System?

Yes	15	44.1%
No	19	55.9%

Have you taken a clinical supervision course such as EDG6390?

Yes	9	28.6%
No	25	71.4%

Which grade level do you teach?

K- 3	11	31.4%
4- 5	7	20.0%
6- 8	4	11.4%
7- 9	1	2.9%
9-12	12	34.3%

College major of your intern.

Elementary Education	18	51.4%
Special Education	2	5.7%
Secondary Education	11	31.4%
Physical Education	2	5.7%
Art/Music Education	2	5.7%

How many interns have you supervised prior to this semester?

0	8	22.9%
1	12	34.3%
2	6	17.1%
3	5	14.3%
4 or More		11.4%

II. Attitudes toward the UNF Teacher Education Program

	SD	D	U	A	SA
The College of Education and Human Services should hold workshops in clinical supervision for supervising teachers.	1 2.9	5 14.3	7 20.0	12 34.3	9 25.7%
The objectives that were identified in the orientation session were met by the intern.	0 0.0	1 2.9	2 5.7	12 34.3	20 57.1%
I would like to attend training sessions on dimensions of supervision during the semester.	5 14.3	8 22.9	10 28.6	9 25.7	3 8.8%
I felt that I gained information from the college supervisor during the semester which helped me in	0 0.0	2 5.7	4 11.4	20 57.1	9 25.7%

supervising my intern.					
Too many topics were covered in the orientation session.	2 6.1	24 72.7	4 12.1	2 6.1	1 3.0%
More time during the semester should be allowed for directing teacher training.	2 5.7	14 40.0	12 34.3	7 20.0	0 0.0%
I would like to have more training in understanding the generic teaching competencies identified by the state.	2 5.7	11 31.4	6 17.1	15 42.9	1 2.9%
The module was helpful to me in my role as a directing teacher.	0 0.0	0 0.0	2 5.9	26 74.3	6 25.7%
The Directing Teacher Handbook was helpful to me in my role as a directing teacher.	0 0.0	0 0.0	0 0.0	26 74.3	9 25.7%
The evaluation instruments developed by the college measured important dimensions of the internship.	0 0.0	0 0.0	3 8.6	25 71.4	7 20.0%
I was able to record reliable and valid observations of the intern's performance.	0 0.0	0 0.0	0 0.0	29 74.3	9 25.7%
The evaluation instruments were easy to use.	0 0.0	1 2.9	1 2.9	23 65.7	10 28.6%
I could objectively observe and record the behavior of the intern, using the instruments.	0 0.0	3 8.6	4 11.4	21 60.0	7 20.0
The evaluation instruments need to be revised.	1 2.9	23 67.6	6 17.6	3 8.6	1 2.9%
UNF interns have a good background in the content they teach.	0 0.0	2 5.9	3 8.8	17 50.0	12 35.3%
UNF interns have a good background in the methodology of teaching.	0 0.0	1 2.9	3 8.8	19 55.9	11 32.4%

UNF interns use grammatically correct English and are good role models for their students.	0 0.0	1 2.9	2 5.9	20 58.8	11 32.4%
UNF interns are able to identify and correct their weak areas.	0 0.0	1 2.9	6 17.6	14 41.2	13 38.2%
Through this experience in supervising interns, I will become a better teacher myself.	0 0.0	0 0.0	1 2.9	22 62.9	12 34.3%
It is personally rewarding to be to be involved in supervising interns.	0 0.0	0 0.0	1 2.9	17 48.6	17 48.6%
UNF interns have a mastery of the generic skills necessary for teaching.	0 0.0	0 0.0	3 8.6	23 65.7	9 25.7%
The Beginning Teacher Program is necessary to improve the quality of new teachers in Florida.	1 2.9	2 5.9	3 8.8	12 35.3	16 47.1%
I learned things that were helpful to my teaching and supervision through my interactions with the college supervisor.	0 0.0	2 5.7	2 5.7	25 71.4	6 17.1%
The supervision of interns by UNF College Supervisors needs to be improved.	1 2.9	25 71.4	8 22.9	1 2.9	0 0.0%
Clustering of student teachers has led to better supervision by the college.	0 0.0	1 3.2	13 41.9	15 48.4	2 6.5%
I had more interaction with college supervisors as a result of the clustering.	0 0.0	2 6.5	18 58.1	9 29.0	2 6.5%
The clustering approach should be continued and expanded.	0 0.0	0 0.0	2 5.9	3 8.8	29 85.3%

APPENDIX B

Part III Supervisory Competencies of Directing Teachers

	Low 1	2	3	4	High 5
Establishing a responsive climate with the intern by utilizing communication skills such as active listening, use of clarifying questions, and accepting and using ideas of others.	0 0.0	0 0.0	2 5.9	3 8.8	29 85.3%
Dealing with the feelings and attitudes of the intern by using effective praise, avoid giving direct advise, and accepting and exploring the intern's readiness for change.	0 0.0	0 0.0	0 0.0	10 29.4	24 70.6%
Selecting, constructing, or adapting an instrument for systematically recording the occurrence of teaching/ learning behaviors related to an area of concern.	0 0.0	1 2.9	8 23.5	14 41.2	11 32.4
Behaviorally defining the teacher or student behavior that is to serve as the focus for a particular observation.	0 0.0	0 0.0	8 23.5	13 38.2	13 38.2%
Utilizing an instrument to make observations in a classroom setting.	0 0.0	0 0.0	7 20.6	13 38.2	14 41.2%
Analyzing the data collected during an observation by making summary statements, identifying patterns of behavior, and recognizing critical incidents.	0 0.0	0 0.0	1 2.0	20 58.8	13 38.2%
Using the results of this data analysis to identify teaching behaviors that are positive and which should be maintained.	0 0.0	0 0.0	0 0.0	16 47.1	18 52.9%
Identifying teaching behaviors that are ineffective and which should be changed.	0 0.0	0 0.0	1 2.9	15 44.1	18 52.9%
Identifying alternative strategies which the intern should consider or try.	0 0.0	0 0.0	0 0.0	16 47.1	18 52.9%

Guiding the intern in the analysis of your observation data and the reconstruction of the teaching/learning act.	0 0.0	0 0.0	0 0.0	18 52.9	16 47.1%
Identifying appropriate intermediate and long-term goals within the present capabilities of the intern.	0 0.0	0 0.0	0 0.0	16 47.1	18 52.9%
Providing direct assistance for the intern by demonstrating, shared planning/teaching, and other inservice training.	0 0.0	0 0.0	0 0.0	6 17.6	28 82.4%

APPENDIX C

OPEN ENDED QUESTIONS

1. WHAT ASPECTS OF THE INTERNSHIP PROGRAM SHOULD BE EXPANDED?

*More pre-intern experiences.

*Intern should be required to report to their school right during preplanning.

*I feel that excessive work on a portfolio is not necessary.

*Requiring to see more observation instruments in the portfolio.

*Interns should be part of the 3 day preplanning of school or 3 day post-planning; do NOT schedule their workshops on the first day of school!

*Fall interns should begin day 1 with directing teacher. They could attend workshops plus procedures, rules etc. at the beginning for students.

*Fall interns should begin day 1 with the directing teacher.

*None

*Clustering and meeting for interns during internship.

*Pre-internship should be clumped into a whole week of work at a time instead of once a week- after the preintern has had a chance to observe.

*Interns should be expected to participate in the pre-planning days of teachers which includes professional training, meetings and important events to be ready for the first day of school. They would be in school from the first day of the directing teacher until the end of the semester to see the full spectrum of teaching.

* Can't think of any

*There should be a more specific orientation as well as workshops in the middle. The first orientation was fine, but you aren't sure of your questions since each intern is different.

*You have a wonderful program.

* I think it might be helpful to have a few more seminars at UNF during the Internship. It is nice for interns to get together and share about their internship.

*Video-taping and then reviewing it with directing teacher.

*Clustering enables better communication.

*This was my first experience having an intern. I was pleased with the program.

*None

*All interns should participate in the EXCEL program to ensure readiness.

*I would like to have communication with all three (directing, supervising, intern) in a sit down fashion at least three times (beginning, middle, & end).

*None that I can see.

*More than just two preinternship experiences. I believe that on-hands experience Is the best learning module. All classes should have a requirement of attending at least once to a school whether it be teaching or observing.

*Observing other teachers is an excellent idea. Completing a mock referral is also a good idea.

*Intern should be required to report to their school sight during Preplanning.

2. WHAT ASPECTS OF THE INTERNSHIP PROGRAM SHOULD BE IMPROVED?

*I feel that excessive work on a portfolio is not necessary.

*Seminars should be held after school once the intern has assumed full-time teaching responsibilities.

*I thought the program works well as is -

*No long meetings for directing teachers especially repeaters -

*A lot of paperwork for intern can be reduced and they can spend more time planning lessons.

*1. too much paperwork for intern and directing teacher
2. not to remove intern from classroom to attend

*Requiring a portfolio of every intern.

*As students go through your program, identify those who may potentially need a more intensive training. -longer than 14 wks., -more than 4 observations etc.

*None

*I think that the college supervisor makes the program. I have always had wonderful supervisors to support and work with me.

*Everything seems sufficient

*The schools should know what the interns previous experiences are. For example, if they have only been in small classrooms with unique homogenous grouping that is not what they need in internship.

*You have a great program!! Intern was very well prepared.

*It might be helpful to have a Directing Teachers do FPMS Observations for each Domain. This might help interns with the Beginning Teacher program.

*Clustering of interns may be helpful.

*Everything seems to be working very well.

*I feel that the directing teacher should be in the room at all times.

3. WHAT ASPECTS, IF ANY, OF THE UNF INTERNSHIP PROGRAM SHOULD BE DISCONTINUED?

*I feel the program is excellent. Can't think of anything I would discontinue.

*Lesson plans should be limited to five.

*Planning and agendas are very well organized for the interns semester.

4. WHAT ARE YOUR RECOMMENDATIONS FOR IMPROVING THE FOLLOWING?

a. The Module
b. Evaluation Instruments
c. Directing Teacher's Handbook
d. The Orientation Session for the Directing Teachers

*d. It would be more convenient to have the session before teachers start the school year.

*d. Later time schedule so people who have to travel won't have to leave school early. Make it a possibility that Supervisor can give you information instead of traveling to UNF.

*d. Should be conducted during the summer

*b. I found the multiple choice instrument best during actual observation. This one should be utilized.

*d. Start at an earlier time, 4:30-6:30 is late for high school.

*a. I do not know what you are referring to. I though you meant the Orientation session, but I see it is only one dimension.
b. perhaps you're referring to the forms used by the UNF supervisor? They were quite helpful, actually.

*all were helpful and organized

*a. it's vague about whether or not the directing teacher is out of the room
b. it was an adequate, simple page
c. see a
d. I found out what I needed to know

*I would recommend.

*None that I can see.

*More than just two preinternship experiences. I believe that on-hands experience is the best learning module. All classes should have a requirement of attending at least once to a school whether it be teaching or observing.

5. WHAT ADDITIONAL TRAINING DO YOU THINK DIRECTING TEACHERS NEED <u>PRIOR</u> TO SUPERVISING AN INTERN?

*As long as a DT is experienced and has the willingness to help an intern become a successful teacher, I do not think any training is necessary. The module and handbook are very easy to understand. FPMS training is helpful, but not essential.

*continued up dating and adding training you think directing teachers need prior to supervising an intern?

*How to communicate "ill" feelings. I did not need to but there were some directing teachers who humiliated some interns.

*continued up dating and use of FMPS

*FMPS training

*I had FPMS & CET so I'm not sure what additional would be beneficial since I feel those training workshops are adequate.

*The "preservice teacher superivision" course which I intend to take in Jan.

*I found having the Clinical Educator training to be very helpful.

*if a directing teacher has never used an evaluation form or written an observation of another teacher - going over these forms and suggesting what to look for might be helpful.

*Interpretative skills in evaluation of Teacher methods.

*I think they should have to take a course not just a one time orientation session.

*a workshop on evaluating interns; how to handle situations where the intern is not ready for the classroom.

*Training in technology would be very helpful.

*Now that CET or Peer tr. is a requirement, I think that is sufficient!

*What to do if intern is not performing satisfactorily? Exactly what level of competency is expected of an intern?

*A review of observation instruments and post-conference techniques.

*The teacher should have experienced the UNF intern program or have taken the EDG 6390 course.

6. WERE THERE ANY UNEXPECTED RESULTS AS A RESULT OF YOUR INVOLOVEMENT IN THE UNF PROGRAM THIS SUMMER?

*Only positive ones! Friendships -rejuvination-new visualization of the teaching process

*The course offering for "preservice teachers" was unexpected.

*I gained a very dear friend and colleague!

*No, I thoroughly enjoyed the experience. Mrs. ---- was excellent as my intern and Dr. ----, her College Supervisor. You can be very proud of your outstanding program.

*I think it was much better organized than when I participated before.

*Having an intern from UNF is always a pleasing, stimulating experience! Every intern I'd had so far has been thoroughly prepared and bursting with enthusiasm and new ideas to infuse in to the classroom.